

1970

March 19, 1970

Committee on Academic Affairs

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MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS

March 19, 1970

Corrections &
Additions
p. 2 & p. 4

The Council on Academic Affairs held a meeting at 10:00 a.m. in Room 128 of Booth Library.

Members present: Mr. Amos, Mr. J. Connelly, Mr. Keppler, Mr. Lowell, Mr. McKenna, Mr. Rooke, Miss Soderberg, Mr. Steinmetz, Mr. R. Weidner, and ex officio member, Mr. Moody.

I. Minutes of February 26.

The minutes were approved as published.

II. Communications.

1. From Vice President Moody - Proposed catalog statements concerning (1) recommended high school preparatory courses, and (2) recommended course work for junior college transfers - Agenda Item 70-28 - Feb. 27.
2. From Vice President Moody - Memo concerning registration and enrollment figures for the current quarter - Feb. 27.
3. From Cur.Com., Sch. of Music - Request to consider Music 250, 251, & 252 as "upper division" work - Agenda Item 70-29 - Feb. 26.
4. From Dr. Taber - List of waivers granted and denied during the month of February - March 2.
5. From President Doudna - Memo concerning Agenda Item 70-17 (concerning only one commencement each year) - March 2.
6. From Dean Ringenberg - Memo concerning Agenda Item 70-17 (concerning only one commencement each year) - March 2.
7. From Cur.Com., L & S - Proposed major in Afro-American Studies for the Degrees B.A. and B.S. - Agenda Item 70-30 - March 16.
8. From Cur.Com., L & S - Proposed revision of major in speech for the degrees B.A. and B.S. - Agenda Item 70-31 - March 3.
9. From Cur.Com., L & S. - Proposed new course, Eng.255, Black Literature - Agenda Item 70-32 - March 3.
10. From Vice President Moody - Report on Pass-Fail for Winter Quarter, 1969-70 - March 9.
11. From Mr. James Martin - Memo concerning Agenda Item 70-26 (new courses & renumbering of existing courses) - March 18.

12. From Mr. James Martin - Request for clarification of action taken Aug. 7, 1969, as it concerned an entering freshman who is admitted on final probation -- March 18.

III. Final Probation as it Affects a Student's Future Academic Standing, (request for clarification).

By consensus a qualifying phrase was added to the statement as it was approved on August 7, 1969. This will change the policy to the following:

An entering freshman student who is admitted on final probation is subject to the same rules as those governing a student admitted in good standing if, in each of his first three quarters, he carries a minimum of 12 quarter hours and attains a quarterly grade-point-average of at least 2.00.

IV. Request to Change Credit from 4 to 1-4 q.hrs. and Delete "Secondary" in Edu. 460 - (Agenda Item 70-4).

After some discussion it was the consensus that Dean Merigis be invited to the next meeting in order to answer questions concerning this item.

V. New Courses in Speech - (Agenda Item 70-15).

Mr. Weidner moved and Mr. McKenna seconded the motion to divide the proposal in order to consider each course individually. The motion carried unanimously.

1. Mr. Connelly moved and Mr. Amos seconded the motion to approve the proposed course Speech 254, to become effective Summer 1971. The motion carried with voting as follows:

Yes - Amos, Connelly, Keppler, Lowell, Rooke, Steinmetz
Present - McKenna
Abstentions - Soderberg, Weidner

2. Mr. Keppler moved and Miss Soderberg seconded the motion to approve Speech 317, Development of Community Theories, to become effective Summer 1971, and with the voting being delayed until the next meeting.
3. Mr. Weidner moved and Mr. Keppler seconded the motion to approve Speech 323, to become effective Summer 1971. The motion carried unanimously.
4. Mr. Connelly moved and Mr. Keppler seconded the motion to reject the proposed course Speech 363, Theory and Practice

of Listening, and to return the proposal to the Department of Speech with the recommendation that it be rewritten. The motion carried unanimously.

The above actions approved the following courses to become effective Summer, 1971.

Speech 254, Understanding Media - (4 q.hrs.)

Speech 323, Advanced Public Speaking - (4 q.hrs.)

VI. Recommendation to Exempt Final Quarter Seniors from Final Examinations in Courses in Which They are Carrying an Average of C or above; and to Hold Only One Commencement Each Year - (Agenda Item 70-17).

Mr. Connelly withdrew his motion and Mr. Weidner his second of the motion as recorded in the minutes of February 26.

Mr. Connelly moved and Mr. Rooke seconded the motion that inasmuch as the Faculty Senate has recommended to the Council on Academic Affairs that seniors in their final quarter be exempted from final examinations in those courses in which they are carrying an average of "C" or above in order to resolve the problem of the timing of graduation, the C.A.A. recommends to the Faculty Senate that the problem be resolved by holding only one commencement, to be scheduled sometime during the summer, each year. The motion carried with the following votes:

Yes - Amos, Connelly, Keppler, McKenna, Rooke, Soderberg,
Steinmetz, Weidner
No -- Lowell

By consensus it was recommended that Dr. Steinmetz notify the Faculty Senate that the C.A.A. unanimously rejected the idea of excusing any final quarter senior from taking final examinations.

VII. New Courses in Education - (Agenda Item 70-22).

There was discussion on the proposed courses, but no action was taken.

VIII. New Course, Speech 447, Theories of Small Group Communications - (Agenda Item 70-24).

There was discussion on the proposed course, but no action was taken.

IX. Proposed Major in Afro-American Studies for the Degrees, B.A. and B.S. - (Agenda Item 70-30).

Mr. Lowell moved and Mr. Keppler seconded the motion to approve the proposed major in Afro-American Studies for the B.A. and B.S. By consensus voting on the motion will take place at the next meeting.

The meeting adjourned at 12:05 p.m.

Mary McElwee
Recording Secretary

* * * * *

ANNOUNCEMENT OF MEETING

Room 128, Booth Library

March 26, 1970 - 10:00 a.m.

Agenda:

- 70-4. Request to chg. credit from 4 to 1-4 q.hrs. & delete "secondary" in Edu. 460
- 70-15. New course, Speech 317, Development of Communication Theories
- 70-22. New courses in Edu: 465, Edu. of Except. Children; 466, Socially & Emotionally Maladjusted Children; 467, Diagnosis of Prob. of Soc. & Emotion. Maladj. Children; 468, Remedial Meth. of Teach. Soc. & Emo. Maladjusted
- 70-24. New course, Speech 447, Theories of Small Group Communications
- 70-26. New courses in Home Ec.: 126, Socio. of Cloth; 132, Foods I; 225, Consumer Textile Products; 232, Foods II; 245, Home Mgmt. Theory & Practice; 360, Family in Social Chg; 369, Aging & the Family; 421, Family in Crisis; 469, Homemaker Rehab. (2) Deletions: 131, 210, 211, 231, 345. (3) Chg. title of 370 to Field Experience. (4) Renumber: 101-220; 102-130; 201-280; 212-233; 230-119; 232-227; 233-125; 235-219 & add prereq. of 119; 300-349; 301-320; 302-330; 310-332; 312-333; 320-310 & reduce to 2 q.hrs. credit; 411-439; 420-415; 430-410; 431-470 & chg. title to Senior Seminar
- 70-27. Quarter system versus semester system
- 70-28. Proposed catalog statements concerning: (1) recommended H.S. preparatory courses; and (2) recommended course work for Jr. Col. transfers
- 70-29. Request to consider Music 250, 251, 252 as "upper division" work
- 70-30. Proposed major in Afro-American Studies for B.A. and B.S.
- 70-31. Proposed revision of major in speech for B.A. & B.S.
- 70-32. New course, Eng. 255, Black Literature

70-25. Method of Electing membership to the Council.

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: Deans, Department Heads

Date: 27 February 1970

cc: President Doudna
Members, C.A.A.
Dr. Taber

The attached registration and enrollment figures for the current quarter may be of interest to you. Frankly, I cannot draw any generally helpful conclusions from the figures.

1. The 1st, 5th, and 10th day enrollments do illustrate the extent to which students adjust their schedules, for whatever reasons, during the first days of the quarter. Of course, the drops continue even after this period.
2. If you wish to make a supply-and-demand comparison, perhaps the best columns to look at are those which show seats available after schedule adjustments and 5th day enrollment. In every category there are more seats available than are actually taken--yet we all know that some students did not get the courses they need and want. Some obvious reasons might be: 1) not enough sections of the popular courses were offered; 2) too many sections of some less-needed or less-wanted courses were offered but attracted sufficient student requests not to warrant cancellation; 3) some students, unable to get in the popular courses, decided to wait their chances for another quarter, or were ignorant of the procedures to switch, say, from one humanities course to another, or were unwilling to take the time and effort to go through the routine of adding a course.

One measure to take which would help would be for departments to make sure that they offer enough sections of those courses listed on p. 84 of the catalog each quarter to prevent backlogs in the general education requirements. The same thing is true of education courses required in teacher preparation programs. Next in departmental priority should come courses in the major. Courses which are purely elective should come last and should be the first cancelled out of the schedule to provide instructor manpower for distribution or major courses where there is large demand. A rub occurs here when a departmental major is loosely constructed, requiring only so many hours instead of specific courses in a subject. After all, one theory is that a department should be able to choose the dozen or fifteen specific courses which make the best major in a subject. When the requirement is simply so many hours in _____ or so many courses in _____, approved by the Department Head, there is a great temptation to offer too many sparsely populated courses

each quarter. One also suspects that such majors are merely filling in four-quarter-hour squares.

3. The chart does cause some observations on the effectiveness of pre-registration. At the 100 courses level, pre-registration figures are fairly accurate. But when one compares other pre-registration requests with 5th day enrollment, there is a discrepancy of 1537 student seats--seats which were never adequately anticipated or planned for. Of course, the answer here is to require all students--continuing, readmits, graduate, new undergraduate--all to pre-register. And not make the first data processing tally, upon which adjustments in the schedule are based, until after all students are pre-registered. Only in that way can one really determine which sections to cancel in order to add needed sections. If, for some reason, a student fails to pre-register and we still allow him to enroll, he must be last in line and allowed to take only what is left after the pre-registered students fill their requests with drops and adds.
4. Since graduate sections in many departments offer 20-30 seats and rarely fill 10, the figures in the graduate line do not mean much. Here one is torn between the decision to keep the graduate programs going and the desire to cancel graduate sections to provide needed undergraduate sections. Without an accurate pre-registration tally one can only guess which way to go.
5. My office has the same sort of general figures for each separate department for this quarter. If you are interested in your departmental analysis, please call Mrs. Michael (1-2122) for the information.



pm

Enc.

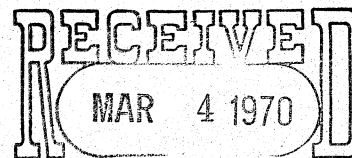
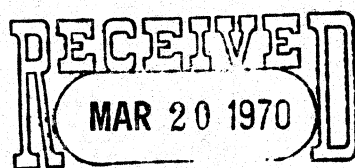
WINTER QUARTER 1969-70

	<u>Seats Available</u>		Seats Requested At Pre-registration	<u>Enrollments</u>		
	At Pre-registration	After Adjustments		1st Day	5th Day	10th Day
100 Level Courses	14951	15409	13798	12700	13510	13251
200 Level Courses	10832	10899	8307	8512	9089	8932
3-400 Level Courses	12175	12816	9362	9156	9782	9636
Graduate Courses	2750	2806	711	984	1046	995
TOTAL	40708	41930	32178	31352	33472	32814
Undergraduate Courses Only	37958	39124	31467	30368	32381	31819

25 February 1970

MEMORANDUM
From The ACTING DEAN OF STUDENT ACADEMIC SERVICES
March 2, 1970

TO: Council on Academic Affairs
Council on Teacher Education
Vice President Moody
Vice President Zeigel



VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

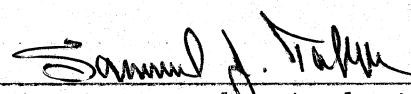
RE: Waivers Granted and Denied During February, 1970

Name	Waiver Granted	Recom. by	Date
Massey, Robert D.	Substitute Education 232 for Education 332	Unsigned	2/2
Wright, Paula M.	Graduate with 10 qh in physical science	Ringenberg	2/4
Bennett, Sandra K.	Substitute Math 125 and 126 for Math 123 and 322	Grado & Schlinsog	2/9
Krueger, Bob	Receive credit for Eng 201 after having had Eng 121 MAY COUNT ONLY AS ELECTIVE CREDIT	Unsigned	2/9
Cliff, Douglas R.	Remain enrolled in Speech 453 as a sophomore	McClerren	2/9
Whitcher, John C.	Substitute PEM 104, PEM 120 & PEM 150 for PEM 228	Riordan	2/9
Wagner, Lloyd W.	Graduate with 60 qh of upper level courses	Giffin	2/9
Strohl, Larry E.	Enroll for Mgt 445 Spring/ Mgt 347 Summer	Furman & Green	2/9
Southern, Rodney	Use Zoo 455 as advanced elective in Zoo major under rules of 1967 catalog	Riegel	2/9
Sorensen, Geoffrey	Substitute Art 165 for Art 110	Unsigned	2/9
Snuckel, John A.	Substitute Art 165 for Art 110	Heyduck	2/9
Sandahl, Larry G.	Substitute Health Ed 330 for Ind. Safety	Coleman & Teel	2/9
Moyer, Stephanie	Substitute Math 125 for Math 123	Grado & Schlinsog	2/9
Kiselewski, John L.	Graduate with 15 1/2 qh in humanities and 11 1/2 qh in science	Giffin & Murry	2/9
Kelley, Opal J.	Graduate with 56 qh of upper level courses	Schlinsog & Grado	2/9
Heath, Judith L.	Substitute Math 122 and 123 for Math 125	Schlinsog & Grado	2/9

Cossell, Brian W.	Substitute PEM 475 for PEM 452	Campbell	2/9
Buckley, Janice J.	Use PEW 515 to fulfill 4 qh of humanities (per 61 catalog)	Campbell	2/9
Boatman, Roger L.	Waive Bot 101	Scott	2/9
Adkins, Edward	Substitute Zoo 225 for 214 and Zoo 348 for 350	Ridgeway & Riegel	2/9
Whitcher, John C.	Substitute Th Arts 464 for Th Arts 431	Riordan	2/9
Young, Robin	Substitute Lib Sci 330 for Lib Sci 332	Grado & Pollard & Ferguson	2/9
Livergood, Mary K.	Use Speech 250 and 246 to meet 4 qh in Area II	Grado & Schlinsog	2/9
Montgomery, Beatrice	Waive final service course for medical reasons	Heath	2/9
Crabill, Doris A.	Waive all physical education requirements	Heath	2/10
Bohling, Patricia	Substitute Math 125 for Math 123	Schlinsog & Grado	2/10
Jones, Alan Lee	Substitute Art 110 in place of Art 140	Grado & Schlinsog	2/10
Koss, Judith	Substitute Math 125 for Math 123	Grado & Schlinsog	2/10
Noyes, Cheryle	Substitute Math 122 and 123 for Math 125	Grado & Schlinsog	2/10
Polzin, James R.	Graduate with 60 qh of upper level courses	Ringenberg	2/10
Voris, Valerie	Substitute Math 125 for Math 123	Grado & Schlinsog	2/10
Pruemer, Amy	Substitute Eng 245 for Eng 246 or 247 in Area I	Grado & Schlinsog	2/10
Whalen, Cornelius E.	Count Zoo 336 and 457 toward satisfying distribution requirements	Ringenberg	2/10
Humphrey, Kathleen A.	Substitute Th Arts 240 for Th Arts 257	Garner & Rundle	2/10
Winter, Ruth Ann	Graduate with 58 qh of upper level courses	Swope	2/10
Balent, Dolores	Graduate with 61 qh of upper level courses	Ringenberg	2/13

Ashburn, Richard	Waive Phil. Minor requirement 250 for 330	Connelly & Penn	2/16
Bennett, Gregory	Use Afro Amer Lit course to satisfy 4 qh of humanities	Miller & White	2/16
Bibo, Robin E.	Substitute PEW 130 for PEW 360	Coble & Yingling	2/16
Brown, Charles W.	Substitute Ind Arts 492 for Ind Arts 323	Klehm	2/16
Curtis, David F.	Graduate with 60 qh of upper level courses	Giffin	2/16
Keltner, Jeannine	Waive PEW 360 (has had PEW 130)	Yingling & Anderson	2/16
Petrus, Jean E.	Graduate with 56 qh of upper level courses	Giffin	2/16
Swanson, Judith C.	Graduate with 60 qh of upper level courses	DiPietro	2/16
Weidner, Maureen	Count Bot 232 as science requirement fulfillment	Giffin	2/16
White, Estelle Andrews	Substitute Eng 370, 453, 455, 456, 457, 471 or 472 for Eng 535 (Approved subject to granting permission to take the course by Graduate School Dean)	Grado & Schlinsog	2/16
Cavanaugh, John M.	Substitute I. T. 424 for I. A. 302	Klehm	2/19
Adkins, Max	Remain enrolled in Th Arys 445 as a sophomore (NOT TO COUNT AS UPPER LEVEL)	Gabbard	2/20
Bradley, Steve	Use Bot 232 to satisfy biological science requirement	Campbell & Giffin	2/20
Campbell, Keith J.	Use Bot 232 to satisfy biological science requirement	Ringenberg	2/20
Dice, Wm. M.	Substitute Bot 218 for Bot 222	Scott & Hunt	2/20
Eades, John M.	Use Bot 232 to satisfy biological science requirement	McDonald	2/20
Reed, Donna	Graduate with 56 qh of upper level courses	Downs & Grado	2/20
Stanberry, Laurretta S.	Substitute PEW 336 for PEW 346	Bryce & Yingling	2/20
Teague, Betty	Substitute Geog 142 for Geog 300	Schenke & Grado	2/20
Pechinis, Alexis K.	Substitute Home Ec 407 for Home Ec 235	Swope	2/21
Steinmetz, Wm. L.	Waive pre-requisite of junior standing for Bot 450	Scott	2/25
Knapp, Margaret	Waive pre-requisite of junior standing for Bot 450	Scott	2/25

Antonio, Del Rio, Jr.	Waive pre-requisite of junior standing for Bot 450	Scott	2/25
Coutant, Larry W.	Waive pre-requisite of junior standing for Bot 450	Scott	2/25
Budde, David Lee	Waive 1/2 qh of biological science requirement	Hackelman	2/27
Anderson, Richard Jett	Count credit in Geol 344 toward general distribution requirements	Ringenberg	2/27
Mitchell, Marcia Lynn	Substitute Eng 245 for Eng 246 or 247 in Area II	Moore	2/27
Dixon, Barbara L.	Graduate with 56 qh of upper level courses	Grado & Hattabaugh	2/27
Wilson, Bonita Fay	Substitute Journ 210 for Journ 312	Swope & Devinney	2/27
Spencer, Thomas H.	Substitute Zoo 460 for Zoo 343	Riegel	2/27
Schanzle, Robert W.	Graduate with 60 qh of upper level courses	Ringenberg	2/27
Reeter, Julie	Substitute Art 165 for Art 110	Heyduck & Ringenberg	2/27
Lingafelter, Evelyn I.	Graduate with 61 qh of upper level courses	Campbell in Records Office	2/27
Lackey, Gary Alan	Graduate with 60 qh of upper level courses	Plath	2/27
Karcher, Brenda	Waive Education 232 (changed major from secondary to elementary and already had Educ 332)	Grado & Hattabaugh	2/27
Karcher, Brenda	Waive Education 324 (changed major from secondary to elementary and already had Educ 333)	Grado & Hattabaugh	2/27
Karcher, Brenda	Waive Math 322	Grado & Hattabaugh	2/27


 Acting Dean, Student Academic Services

Name	Waiver Denied	Recom. by	Date
Balent, Dolores	Graduate with 61 qh of upper level courses	Syndergaard & Buenker	2/9
Horstman, James L.	Graduate with 52 qh of upper level courses	Giffin & Lahey	2/9
Sanok, James Robert	Use Geol 345 to fulfill physical sci. requirement	Price	2/9
Bulla, Gale Goforth	Count 6 qh extension work as part of resident work	Schlinsog & Grado	2/9
Gallahue, Rita J.	Use Phys Sci 101 as a natural science	Giffin	2/16
Erdmann, John C.	Graduate with 10qh of natural science requirement	Giffin	2/27
Jackson, Mark V.	Graduate with 56 qh of upper level courses	Giffin	2/27

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: Members, Council on Academic
Affairs

Date: 9 March 1970

c: President Doudna

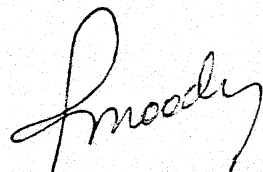
Report on Pass-Fail, Winter 69-70

According to statistics received from Data Processing, 544 students took courses on a Pass-Fail basis during winter quarter. Had actual grades been awarded the grades would have been as follows:

A	40
B	160
C	218
D	87
E	8
F	4
WP	<u>27</u>
	544

Most popular departments are listed in order as Art (159 students), English (73), History (46), Sociology (44), Philosophy (40), Psychology (30), Economics (18).

dw



M E M O R A N D U M

Records Office

OK 19 Mar 70

TO: Council on Academic Affairs

SUBJECT: Clarification of Agenda Item 69-56 (August 7, 1969)
Proposal from Student Senate Concerning Final Probation
as it Affects a Student's Future Academic Standing.

DATE: March 18, 1970

FROM: *James E. Martin*
James E. Martin, Assistant Dean, Records

*carries a minimum
of 12 q hrs each quarter
and*

The item states that "However, an entering freshman student who is admitted on final probation is subject to the same rules as those governing a student admitted in good standing if, in each of his first three quarters, he attains a quarterly grade-point-average of at least 2.00."

Was it the intention of the Council that a student so entering could possibly carry one course for each of three quarters and, therefore, have the designation of Final Probation abrogated, or was a normal load of 12-16 quarter hours each of three quarters intended?

JEM/wh

EASTERN ILLINOIS UNIVERSITY
Interdepartmental Communication

70-17

To: President Doudna

Date: March 24, 1970

Subject: Council on Academic Affairs, Item 70-17

From: W. S. Lowell

I wish to clarify my "No" vote on CAA Agenda Item 70-17 on March 19, 1970.

I am opposed to students being exempted from final examinations, and I am also opposed to holding one Commencement during the summer each year. During the March 19 meeting, I tried to modify the motion on 70-17 but was unsuccessful; therefore I voted "No." In reality, however, I was in complete agreement with other members of the Council regarding exemption from examinations, but was the only one to disagree with one Commencement per year.

It is my feeling that the action taken by the CAA is an expeditious way to get off the hook when asked to make a recommendation about exemption from final examinations. There was no consideration given to the students, friends and relatives as it relates to a timely graduation ceremony. I attempted to express the positive reasons for holding four Commencements each year but, as you can see, to no avail. None of the other eight Senators are required to attend fall and winter graduations. I don't see how they can understand the feelings of the families of the graduates. A single graduation, as suggested by the CAA, would be as worthless, in my opinion, as having no graduation ceremony at all.

Respectfully submitted,

W. S. Lowell
W. S. Lowell

✓ CC: Vice President Moody
WSL:ag

RECEIVED
MAR 25 1970
VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: President Doudna

Date: 19 March 1970

The attached memo from the Faculty Senate explains how Item 70-17 appears on the CAA agenda. The CAA unanimously believe that seniors should take final examinations. The CAA did not believe that excusals from final examinations would solve the problem of "the timing of graduation exercises" but the CAA does believe that a single commencement, properly timed, would solve this problem.

dw

Memorandum

EASTERN ILLINOIS UNIVERSITY

Office of the President

CAA

70-17

TO Vice President Moody

DATE March 2, 1970

I believe the Council on Academic Affairs is not the proper body to deal with the number of Commencements we have each year. I would be interested in the views of a group such as the Faculty Senate on something of this nature, but I believe that none of the councils really have proper jurisdiction here. I would say that the added Commencements, that is fall and winter Commencements, were instituted last year at the request of a number of students. I have no present knowledge as to whether student opinion continues to favor having four Commencements. Clearly, if we have only one, we shall have to change the format considerably. Also, a great many graduates would not participate in the Commencement.

Q

Quincy Doudna
President

c

cc: Dr. Hieronymus
Dean Hamand
Mr. Stuffle

26 Jan - Fac Senate recommended to CAA
elimination of exams ^{for} ~~from~~ certain
last quarter seniors, noting that this
would solve the problem of commencement.

RECEIVED
MAR 3 1970
VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

70-17
2 March 1970

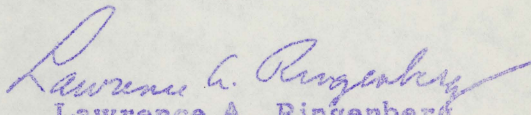
I support the proposal that there be one and only one convocation per year to honor those persons who have completed all ~~graduation~~ requirements for graduation at the end of the four quarters of the preceding year. It would be well to schedule this convocation on a Saturday, Sunday, or holiday after a quarter is well under way and preferably more than thirty days following the close of the preceding quarter.

Presently we have a thirty-day grace period following the official closing date of each quarter during which the Records Office will accept credits as applying to the quarter just ended. This practice should be continued I believe.

I believe it would be proper to note on a graduate's permanent record card that his degree was conferred (awarded) at the end of the quarter in which he completed all requirements and was so certified by the appropriate dean. The annual convocation to honor the preceding year's graduates need not be a degree granting ceremony. It could be a diploma awarding ceremony for those who wish to attend. Of course, we could retain the degree granting ritual but do it only once per year. In this case it would be appropriate to note on the student's permanent record card the official closing date of the quarter in which he completed all requirements for the degree.

The arguments for the proposal include two big ones: (1) students would receive the diploma which the President says he is giving to them, and (2) the expense and work involved with graduation ceremonies would be reduced greatly. Presently the commencement ritual includes a statement that the students have completed all requirements for the degree. In the case of some students, this is a false assertion. Presently the President asks the students to come forward and he says he will give them a diploma. In the case of every student this is a false assertion since the student receives a diploma cover but not a diploma.

Other arguments for the proposal are as follows: (3) appropriate music would be easier to schedule in midquarter than during examination week, (4) students would not need to attend a commencement ceremony at a time when the pressure of final examinations is upon them, (5) the embarrassment of some students and their families in those cases where the student does not complete requirements for graduation as scheduled would be avoided.


Lawrence A. Ringenberg
Dean

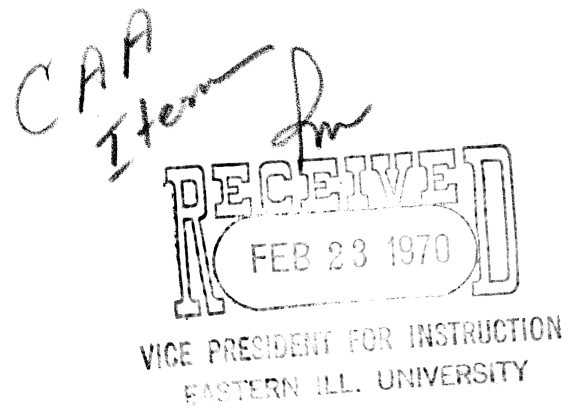
MEMORANDUM

TO: Dr. Steinmetz
cc: Dr. Moody
Dr. Zeigel
Mr. Martin

FROM: Maurice W. Manbeck

DATE: February 23, 1970

SUBJECT: Council on Academic Affairs, Agenda Item 70-17

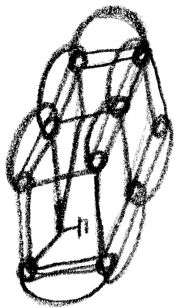


The proposal to exempt final quarter seniors from final exams in courses in which they are carrying a "C" average or above would be a worthy proposal if it did not fall to the Records Office to do the checking on who was a final quarter senior. This would be the one objection I would voice regarding this recommendation.

I do not know what the entire recommendation is, but I suspect that if final quarter seniors would be exempt from these examinations, then they would want to tie in with it the idea of receiving a printed diploma at the time of graduation. If that is included in the recommendation, I would like to mention that you are asking only for trouble.

When I first arrived on campus over twelve years ago, the procedure at commencement time was to give each person who participated in the graduation ceremonies his diploma. If a person was found not to have met graduation requirements, the night before his diploma was pulled out and he was taken out of the commencement line of march. Added to this was the difficulty of getting the proper information from all of the instructors so completion of graduation requirements could be checked. But many years ago, you may realize that our graduation classes were much, much smaller than they are now. Even at that time, we found later that a few students had got diplomas who had in fact not satisfied all of the graduation requirements, but since the diploma had been issued, there was no hold on the student to require him to complete the lacking requirements. Now that the Records Office does not check each individual's requirements for graduation, but directors and deans of the various schools are charged with the responsibility, it would be an almost insurmountable task for all of the information to be assembled, distributed, and acted on by the time a commencement program arrives.

In addition, the Records Office and the graduation marshall would have to do some very meticulous checking of the line and order of march to be sure that the diplomas were all in a strict order.



After about two or three commencements had passed under the procedure of issuing diplomas at commencement time, I was successful in getting the procedure changed to what it is at present. We have, for the past eleven years, been able to have time to check the students record and issue diplomas only to those who have satisfactorily completed graduation requirements. There have been no instances, that I know of, where a student has been graduated without satisfying the requirements for graduation in the past eleven or so years. I would suggest that since the present procedure is working well and the machinery is already set up to handle it as it is now, no change be made in the diploma presentation.

MWM/pc

Memorandum

EASTERN ILLINOIS UNIVERSITY

Office of the President

TO Vice President Moody

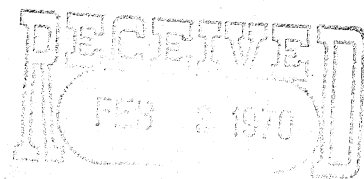
DATE February 2, 1970

I would like to discuss with you your views on whether senior examinations the last quarter should be waived. I have always held that this would represent a reduction in academic standards and that there would be a general "let-down" in the final quarter for seniors if this were done. Apparently, the Faculty Senate does not think so but I cannot recall any move coming from that body that would increase academic standards, so I am a little cynical about their views on this particular one. In fact, as I indicated once before, aside from a recent move on the part of the Council on Graduate Studies, I have seen little interest on the part of our councils to change anything in the direction of becoming tighter on standards. I have no real desire to do that, believing we have them at about the right level. I do not like to move downward, however.

Quincy Doudna
President

c

dictated before conf -



VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

70-17

EASTERN ILLINOIS UNIVERSITY

Interdepartmental Communication

To Dr. Steinmetz, Chairman
Council on Academic Affairs
Subject _____

Date January 27, 1970
From Gretchen Hieronymus, Chm.
Faculty Senate

At the meeting of January 26, the Faculty Senate voted unanimously to recommend to your Council that seniors in their final quarter be exempted from final examinations in those courses in which they are carrying an average of C or above. It is the feeling of the Senate that this would resolve the problem of the timing of graduation exercises which has concerned the Student Senate recently (and from time to time.)

cc: Ken Midkiff, Speaker, Student Senate
Dr. Keiser

This action approved the following:

Transfer credit will be accepted as fulfilling the general education requirements if the deficit in transfer is not greater than two quarter hours. Transfer hours plus hours taken at Eastern subsequent to the transfer do not qualify under this rule.

XIV. Quarter System versus Semester System - (Agenda Item 70-27).

Mr. Connelly requested an addition to the agenda for consideration of the quarter system versus the semester system.

The meeting adjourned at 11:48 a.m.

Mary McElwee
Recording Secretary

* * * * *

ANNOUNCEMENT OF MEETING

Room 128, Booth Library
March 19, 1970 - 10:00 a.m.

Agenda:

- 70-4. Request to chg. credit from 4 to 1-4 q.hrs. & delete "secondary" in Ed. 460
- 70-15. New courses in Speech: ~~254, Understand. Media;~~ 317, Develop. of Communication Theories; ~~323, Adv. Pub. Speak.;~~ ~~363, Theory & Pract. of Listening~~
- 70-17. Recommendation to exempt final quarter seniors from final exams. in courses in which they are carrying an av. of C or above; and to hold only one commencement each year
- 70-22. New courses in Edu: 465, Edu. of Excep. Children; 466, Socially & Emotionally Maladjusted Child; 467, Diagnosis of Prob. of Soc. & Emotion. Maladj. Children; 468, Remedial Meth. of Teach. Soc. & Emo. Maladjusted
- 70-24. New course, Speech 447, Theories of Small Group Communications
- 70-25. Method of electing membership to the Council
- 70-26. New courses in Home Ec.: 126, Socio. of Clothing; 132, Foods I; 225, Consumer Textile Products; 232, Foods II; 245, Home Mgmt. Theory & Practice; 360, Family in Social Chg; 369, Aging & the Family; 421, Family in Crisis; 469, Homemaker Rehabilitation. (2) Deletions: 131, 210, 211, 231, 345. (3) Chg. title of 370 to Field Experience. (4) Renumber: 101-220; 102-130; 201-280; 212-233; 230-119; 232-227; 233-125; 235-219 & add prereq. of 119; 300-349; 301-320; 302-330; 310-332; 312-333; 320-310 & reduce to 2 q.hrs. credit; 331-328; 333-325; 346-250; 347-260; 348-350; 360-431; 401-422; 402-430; 411-439; 420-415; 430-410; 431-470 & chg. title to Senior Seminar
- 70-27. Quarter system versus semester system

Dr. Connelly

Inasmuch as the Faculty Senate has recommended that the Council on Academic Affairs to that seniors in their final quarter be exempted from final examinations in those courses in which they are carrying an average of "C" or above in order to resolve the problem of the timing of graduation, the CAA recommends to be ~~that~~ ^{to} ~~the~~ ^{the} problem be resolved by holding only one commencement, each year to be ~~held~~ ^{held} ~~in the middle of the summer~~ ^{each year}.

Motion made 2/26/70 70-17
EASTERN ILLINOIS UNIVERSITY

Interdepartmental Communication

To Dr. Steinmetz, Chairman
Council on Academic Affairs
Subject _____

Motion + Second
Date January 27, 1970
From Gretchen Hieronymus, Chm.
Faculty Senate *JH*

At the meeting of January 26, the Faculty Senate voted unanimously to recommend to your Council that seniors in their final quarter be exempted from final examinations in those courses in which they are carrying an average of C or above. It is the feeling of the Senate that this would resolve the problem of the timing of graduation exercises which has concerned the Student Senate recently (and from time to time.)

cc: Ken Midkiff, Speaker, Student Senate
Dr. Keiser

*New motion made
3-26-70.*

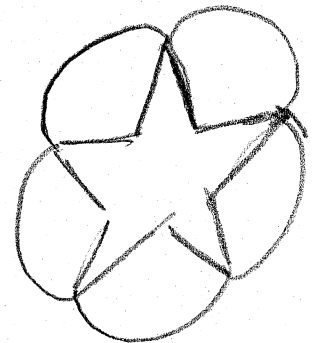
EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois 61920

Agenda No. 69-61
DATE: January 22, 1970

TO: Dr. Peter Moody, Vice-President for Instruction
FROM: Curriculum Committee, College of Letters and Science
THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: Department of Speech
DATE OF PROPOSAL: November 12, 1969
DATE RECEIVED: November 14, 1969
SUBJECT: Request for four new courses in Speech
254, ~~317~~, 323, ~~363~~



DATE(S) CONSIDERED: 12-4-69; 12-11-69; 1-15-70
ACTION: It is recommended that this proposal be accepted. 1-15-70
RECORD OF ACTION: Minutes of meeting 1-15-70

For the Committee:

Terry M. Weidner
Terry M. Weidner
Chairman

Recommend Approval:

Lawrence A. Ringenberg
Lawrence A. Ringenberg
Dean, College of Letters and
Science

EASTERN ILLINOIS UNIVERSITY
Interdepartmental Communication

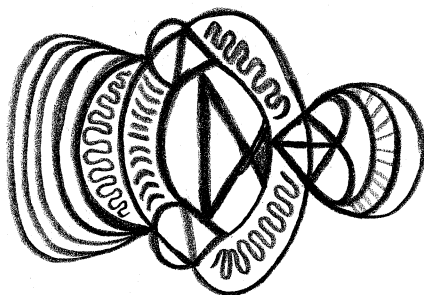
To Council of Academic Affairs Date January 20, 1970
Subject New Undergraduate Course From Department of Speech
Proposals in Speech

The attached course proposals have all been approved by the speech faculty after a lengthy three year period devoted to investigation of other speech programs, faculty evaluation of the department's current course offerings, and consideration of the new developments in the study of communication.

The courses were selected from over 28 submitted by members of the department. They have been carefully selected to compliment the department's integrated curriculum. By the last report at my disposal, which is two years old, the proposed new courses still leave room for curriculum development before the EIU Department of Speech reaches the level of other state schools in Illinois.

The Department of Speech effectively has been operating three degree programs with only fifteen (does not include one hour service courses) undergraduate courses. Of these fifteen, two are specifically for the B.S. in Ed. degree and one is a special course for business school majors, leaving only about 12 courses for B.A.-B.S. degree programs. With the approval of these courses the Department of Speech will be able to offer a 21-course, flexible curriculum for all degree programs. Of the 21 courses, 18 could be counted toward a B.A.-B.S. degree.

APPROVED BY
CURRICULUM COMMITTEE,
COLLEGE OF LETTERS AND SCIENCE
DATE: JAN 15 1970
CHAIRMAN: Barry M. Weidner



Approved
Su '71
6-Yes
1-Present
2-Abstention

REQUEST FOR NEW UNDERGRADUATE SPEECH COURSE

1. Catalog Description:

254. Understanding Media. (4 q. hrs.) (Understandg. Media)

A historical survey of classic motion picture films, radio programs, and television productions. A study of mass media.

2. a. Purpose of the Course:

The purpose of the course is to provide an appreciation and understanding of the mass media. The course is intended to survey and analyze one of the most powerful persuasive areas of mass communication. The course will attempt to combine "artistic" element of any given medium with the necessary element of effective and efficient communication.

b. Need for the Course:

Same as above. The proposed course will, in the process of analyzing examples of outstanding films, expose the student to the techniques of adapting topics, media, and occasion to the disposition of large audiences.

c. Date to be Effective: Fall, 1970.

— ? - Su '71 - ?

d. Required: Not required.

e. Elective: The course will be an elective for all students in undergraduate degree programs.

3. Content of Course:

- I. Motion Pictures (4-5 weeks)
- Examples of representative films
 - Film Content and Change
 - Audience factors
 - The Star System

- II. Television (3-4 weeks)
- Examples of TV productions
 - Content of TV Types
 - Audience consideration

- III. Radio (1-2 weeks)
- Examples of radio programming
 - Programming content
 - The golden years
 - Audience

- IV. The Artistry of Electronic media (1-2 weeks)
- Intermedia considerations
 - The men of formal theory and art

4. Types of Instruction, Tests, Projects:

- a. Types of Instruction
- Sample Films, Radio program, TV productions
 - Seminar discussions
 - Outside reading

b. Texts and Supplementary Materials

1. Texts:

- a. Knight, Art. The Liveliest Art
- b. Bluen, A. William, Documentary in American TV
- c. Ryan, Mylo, History in Sound

2. Supplementary Material

- a. Films
- b. Filmed TV productions
- c. Film strips
- d. Tape and disc recordings
- e. Field trip to local TV and Radio outlets

5. Justification of Course Level:

The course is a survey and is to be taught at an introductory level.

6. Similarity of this Course to Other Courses in the Catalog: None

7. Staff Assignment: Course will probably be initially assigned to Dr. Hadrigger.

8. Junior College Articulation: This would be an acceptable course for transfer credit.

9. Date Approved by the Department: November 3, 1969

10. Date Approved by College:

REQUEST FOR NEW UNDERGRADUATE SPEECH COURSE

Effective Ln '71

Approved 3-19-70

1. Catalog Description:

323. Advanced Public Speaking. (4 q. hrs.) (Adv. Public Spkg.)

Principles and techniques of audience analysis, topic analysis and preparation, communication theories, and performance and evaluation.

Prerequisites: Speech 131, 230.

2. a. Purpose of the course:

The purpose of the course is to allow students opportunity for comprehensive preparation and delivery of public speeches, with in-depth evaluation.

b. Need for the course:

Students of oral communication at present have limited opportunity for detailed, full-length presentation of public speeches. The course would provide the opportunity for students to do detailed presentations and receive evaluations on their work. Application of the fundamentals of Speech 131 and the theories of persuasion in Speech 230, would be possible.

c. Date to be effective: Fall, 1970.

d. The course would be an elective in all bachelor degree programs in speech.

3. Outline of the course:

A. The speaker. (1 week)

1. Motivation
2. Self-analysis
3. Choice of subject
4. Mastery of subject
5. Determination of purpose

B. The situation. (1 week)

1. Communicative process
 - a. Classical theory
 - b. Modern communication theory
 - c. Common ground
2. The audience
 - a. Stereotypes
 - b. Variables
 - c. Researching the audience
 - d. Adaptive techniques
3. Physical factors

C. The Message (1 week)

1. Organizational patterns
2. Psychological factors
3. Language
 - a. Style
 - b. General Semantics
4. Research
 - a. Primary
 - b. Secondary
5. Delivery
6. Forms

U. Practicum and evaluation. (7 weeks)

4. Types of instruction, texts, and projects.

a. Instruction:

1. Lectures
2. Assigned readings
3. Class discussions
4. Practice and evaluation

b. Texts:

1. Brigrance, William N. Speech Composition. New York: Appleton-Century-Crofts, 1953.
2. Terris, Walter F. Content and Organization of Speeches. Dubuque, Iowa: Wm. C. Brown, 1968.
3. Reading list will be provided.

c. Projects:

1. Bulk of course will be devoted to supervised, individual preparation and delivery of larger speeches, given to various types of audiences.
2. Student evaluations.

5. Justification of the level of the course:

The course is designed to be in-depth study at an advanced level for an advanced student. The course also could complete a sequence of courses following the study of theory (Speech 317) criticism of theory (Speech 320) and application of theory (Speech 323).

6. Similarity of this course to other courses:

Except as noted in 2b above, no other course at EIU is comparable to this one in content.

7. Staff assignment: Drs. Hopkins, McClerren, Smith, Taue, Garner, Morlan, Harrison.

8. Junior College credit transfer: The course would be an acceptable transfer from Junior Colleges.

9. Departmental approval: September 29, 1969

10. Date approved by college:

3-19-70 Should be lower no.
Maybe only 2 g. hrs. v.
Rejected + ret'd to Dept of Ed.
for reconsideration.

REQUEST FOR NEW UNDERGRADUATE SPEECH COURSE

1. Catalog Description:

363. Theory and Practice of Listening. (4 q. hrs.) (Thry. of Listening)

An introduction to the literature and modern research on listening.
Practice in increasing listening comprehension.

2. a. Purpose of the Course:

The course is designed to acquaint students with the existing body of knowledge in the field of listening communication. Such training will make the student more capable of analyzing and assimilating crucial oral communication from other persons.

b. Need for the Course:

Research in the field of listening has revealed that listeners retain only twenty-five per cent of information heard from even the best speakers when tested after only four weeks from the time the lecture or speech was heard. Business leaders and educators as well as administrators in all fields of communication are concerned with the importance of increasing listening proficiency. This course is designed to fill that need.

c. Date to be Effective: Fall, 1970.

d. The course will be an elective in all bachelor degree programs in Speech.

3. Outline of the Course:

- A. Defining the problem. The nature of listening. (1 week)
 - 1. The difference between hearing and listening. (optionally defined)
- B. Intrapersonal communication. (1 week)
 - 1. Concentration and elements which detract from focused ability.
 - 2. Multi-Directional Orientation.
 - 3. Cybernetic theory as applied to listening and retention.
 - 4. Selective perception.
- C. Interpersonal communication. (2 weeks)
 - 1. Audible and visual messages.
 - 2. Message distortion in both transmission and reception.
 - 3. Distortion because of personal bias.
 - 4. Auxiliary and interference messages.
- D. Appreciative and critical listening. (1 week)
 - 1. Differences in approach
- E. Effective note taking. (1 week)
 - 1. Four systems and their applicability to appropriate situations.
- F. The ten components of effective listening. (2 weeks)
 - 1. Application of these components via appropriate tests and illustrations.
- G. Reports on pertinent research. (2 weeks)
 - 1. At least 128 doctoral dissertations have been done in this area plus scores of periodical articles. Much of this information is available at Eastern.

4. Type of Instruction, Tests, Projects:

- a. Types of instruction: Lecture, discussion, report, and class exercises.
- b. Text: Lewis and Nichols: Speaking and Listening, (Dubuque, Iowa: Brown and Co.)

5. Justification for Level of the Course:

The course is put at the indicated level to make it available to any student at any level to take it.

6. Similarity to Other Courses: None.

7. Staff Assignment: Dr. Smith

8. Junior College Articulation:

The course would be an acceptable course for transfer.

9. Departmental Approval: October 13, 1969

10. Date Approved by College: